



# **Functional Independence**

## **English Language Arts**

**Official Released Items**

# **Grade 11**

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**Spring 2007**  
**Official Released Items**

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*The Grade 11 Functional Independence English Language Arts Assessment* was administered for the first time in Spring 2006. Beginning with this administration, the Office of Educational Assessment and Accountability (OEAA) will annually release a portion of the items that are administered on the assessment. This booklet contains released items from the Spring 2006 administration and is intended to be used by districts to assist in their interpretation of item analysis data. The information contained in this booklet may also be used by schools, teachers, and parents as a resource for understanding the content and format of the assessment items. In addition to MI-Access training materials and Extended benchmarks (EB), the released items may also have utility in informing decisions related to instruction, curriculum, and assessment. These items are **not** secure and may be copied and distributed as needed.

The table below lists the number of core and released items administered on the Spring 2007 Grade 11 assessment booklet. Core items are those that count toward students' scores. All released items in this booklet were selected from the pool of core items that appeared on the assessment.

**Functional Independence - English Language Arts**

<b>Assessment Component</b>	<b>Number of Core Items</b>	<b>Number of Released Items</b>
Part 1 Accessing Print - Word Recognition	20	4
Part 2 Accessing Print - Text Comprehension	3 passages/ 7 items each	1 passage/ 7 items
Part 3 Expressing Ideas	1 prompt	1 prompt

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**PART 1**

**ACCESSING PRINT - WORD RECOGNITION**

**DIRECTIONS:** Read each sentence. Then, choose the word that belongs in the sentence.

**R1** Ms. Thomas forgot to pay her telephone bill. Now, she will have to pay a \_\_\_\_\_ charge.

**A** late

**B** talk

**C** money

**R2** Len must \_\_\_\_\_ between the red shirt and the blue shirt.

**A** go

**B** wear

**C** choose

**R3** Mr. Sands sells \_\_\_\_\_ fruit at the farmers' market.

**A** fresh

**B** apple

**C** basket

**R4** Eva writes down what the telephone caller says. Then, she gives the \_\_\_\_\_ to her mother.

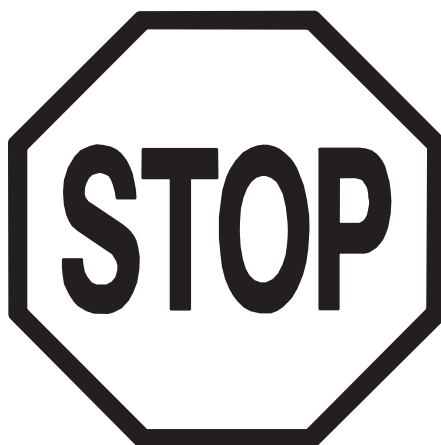
**A** book

**B** letter

**C** message



**Do Not Continue.**



**Do not continue until instructed to do so.**

## **PART 2**

### **ACCESSING PRINT - TEXT COMPREHENSION**

**DIRECTIONS:** Read the passage. Then, answer the questions that follow. Choose the **BEST** answer for each question.

## Released Passage

### Sara Goes to an Interview

Sara wants to get a summer job working in her doctor's office. First, she must talk to the person who hires office workers. In the doctor's office, this person is the office manager. Her name is Mrs. Logan.

Sara calls Mrs. Logan and asks if there are any job openings. Mrs. Logan says, "Yes, we need a file clerk." She asks Sara to see her at ten o'clock the next morning for an interview.

The next morning, Sara gets up early. She wants to be sure she has enough time to get ready. She puts on a navy blue skirt and a white blouse. She wears her best shoes, which match the skirt. She has seen these kinds of clothes worn by people who work at the doctor's office. She knows they will be appropriate for the interview. She brushes her hair and arranges it neatly. She wants her appearance to show Mrs. Logan that she is serious about wanting the job.

Sara has a good breakfast so she will feel her best. Then, she goes to her interview with Mrs. Logan.

"Part of this job is sorting papers," Mrs. Logan tells Sara. "You would also have to put the papers away in their correct places. The person who does this job must be very careful. If a paper is lost, a patient could suffer. Do you think this is the kind of work you could do well?"

Sara tells Mrs. Logan about how she keeps her school notebooks in order. She explains that she would get a bad grade if she lost a paper for school. She also describes how she keeps her sports card collection well organized. Sara promises Mrs. Logan that she will be on time and work hard.

Mrs. Logan decides to hire Sara for the job.



**R5** In this story, what does Sara want to do?

- A** find a doctor
- B** get a summer job
- C** wear nice clothes

**R6** Whom does Sara call to ask about a job?

- A** the office manager
- B** the doctor
- C** the file clerk

**R7** When she goes to see Mrs. Logan, Sara wears

- A** a party dress.
- B** a skirt and blouse.
- C** shorts and a T-shirt.

**R8** In this story, what does appearance mean?

- A** how someone looks
- B** how someone works
- C** how someone speaks

**R9** What does Sara do **first** in the story?

- A** She brushes her hair neatly.
- B** She eats a good breakfast.
- C** She calls Mrs. Logan.

**R10** Why does Sara **probably** tell Mrs. Logan about her school notebook?

- A** to show that she knows how to be organized
- B** to show that she wants to be a doctor
- C** to show that she will be on time every day

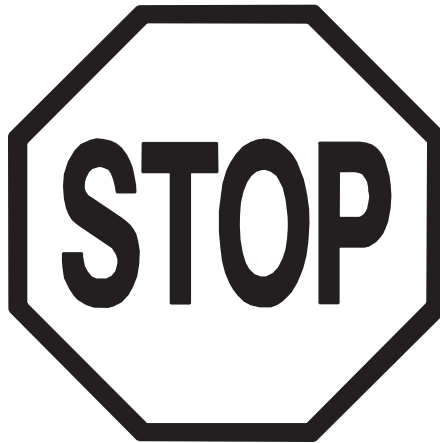
**R11** Which would be another good name for this story?

- A**    *Sara Goes to the Doctor*
- B**    *Sara Collects Sports Cards*
- C**    *Sara Gets a New Job*



**Do Not Continue.**





**Do not continue until instructed to do so.**



## **PART 3**

### **EXPRESSING IDEAS**

**DIRECTIONS:** Read the prompt. Complete your response to the prompt on the student answer document. Then, use the checklist to review and proofread your response.

**R12 Released Prompt:** Tell about a person who has made a positive difference in your life. Describe how this person has made your life better. Be sure to include details and examples in your response.

### CHECKLIST

**DIRECTIONS:** Use this checklist as you review and proofread your response to the prompt.

- \_\_\_\_\_ Did I answer each part of the prompt?
- \_\_\_\_\_ Did I support my ideas with details?
- \_\_\_\_\_ Did I organize my ideas and details clearly?
- \_\_\_\_\_ Did I review my response one more time to make sure it is just the way I want it?
- \_\_\_\_\_ Did I put my response on the student answer document?



**Do Not Continue.**



## Scoring Rubric – Grades 3-8 and 11

	<b>Writing</b>	<b>Drawing</b>
<b>4</b>	The writing focuses on the topic. The topic may not be explicitly stated, but can be easily inferred by the reader. The text includes appropriate details and/or examples based on the student's prior knowledge and experience. There is a clear organizational structure with transitions between ideas, resulting in a unified whole. The writing demonstrates use of mostly precise word choice and syntax. Errors in language conventions (e.g., grammar, spelling, punctuation, and capitalization) do not interfere with understanding.	The drawing focuses on the topic. Pertinent details and/or examples based on the student's prior knowledge and experience are: (1) clearly present in the drawing; (2) present in the drawing and enhanced through written explanation by the student and/or transcribed oral explanation by the assessment administrator; or (3) provided solely through written and/or transcribed oral explanation. The visual text presents a logical organization and arrangement of figures. Errors in language and visual conventions (e.g., composition, perspective, shape, and clarity) do not interfere with understanding.
<b>3</b>	The writing is mostly on topic. The topic may not be explicitly stated, but can be inferred with little effort by the reader. There is some development of the topic with appropriate details and/or examples. The text reflects a mostly organized structure and may include transitions between ideas. The writing demonstrates some attention to word choice and syntax. Errors in language conventions (e.g., grammar, spelling, punctuation, and capitalization) may slightly interfere with understanding.	The drawing is mostly on topic. Some details and/or examples are (1) present in the drawing; (2) mostly present in the drawing and supported through written and/or transcribed oral explanation; or (3) are provided solely through written and/or transcribed oral explanation. The visual text presents an attempt at logical organization and arrangement of figures. Errors in language and visual conventions (e.g., composition, perspective, shape, and clarity) may slightly interfere with understanding.
<b>2</b>	The writing is somewhat on topic. If not explicitly stated, the topic may not be easily inferred. There is limited development with simplistic details and/or examples. The focus may wander. The writing lacks a clear organizational structure, and ideas may be repetitive. Errors in language conventions (e.g., grammar, spelling, punctuation, and capitalization) may make understanding difficult.	The drawing is somewhat on topic, but is developed with limited details and/or examples that are (1) present in the drawing; (2) present in the drawing and supported through minimal written and/or transcribed oral explanation; or (3) presented solely through minimal written and/or transcribed oral explanation. The visual text lacks a clear structure and arrangement of figures. Errors in language and visual conventions (e.g., composition, perspective, shape, and clarity) may make understanding difficult.
<b>1</b>	The writing shows some evidence of an attempt to respond to the prompt, although there is little or no development of the topic and little direction. The vocabulary may be limited to one or two words, not a complete sentence. The text may show minimal sound/letter correspondence and use of language conventions. Errors may make understanding nearly impossible.	The drawing shows some evidence of an attempt to respond to the prompt, yet it presents little or no development of the topic and is supported with little to no written or transcribed oral explanation. The visual text lacks direction or organization. Errors in language and/or visual conventions (e.g., composition, perspective, shape, and clarity) may make understanding nearly impossible.

**Not ratable if:**

- A** – off topic
- B** – illegible
- C** – written in a language other than English
- D** – blank/refused to respond

Below is a list of the Extended benchmarks (EB) for each released item found in this booklet. The chart contains the EB code, a brief description of what is measured, and the correct answer for each released item.

Full descriptions of the EB contained in the chart below are available for review and download at **[www.mi.gov/mi-access](http://www.mi.gov/mi-access)**.

Released Item number	EB Code	ASSESSMENT COMPONENT or Abbreviated Extended Benchmark Descriptor	Answer Key
		<b>ACCESSING PRINT</b>	
		<b>PART 1 - WORD RECOGNITION</b>	
R1	R.WS.11.EB03	Recognize frequently encountered words	A
R2	R.WS.11.EB03	Recognize frequently encountered words	C
R3	R.WS.11.EB03	Recognize frequently encountered words	A
R4	R.WS.11.EB03	Recognize frequently encountered words	C
		<b>PART 2 - TEXT COMPREHENSION</b>	
		<b>Narrative Passage</b>	
R5	R.CM.11.EB02	Identify main ideas and details	B
R6	R.CM.11.EB02	Identify main ideas and details	A
R7	R.CM.11.EB02	Identify main ideas and details	B
R8	R.WS.11.EB07	Use context clues	A
R9	R.NT.11.EB03	Identify story elements	C
R10	R.CM.11.EB01	Make inferences, predictions and conclusions	A
R11	R.CM.11.EB02	Identify main ideas and details	C
		<b>PART 3 - EXPRESSING IDEAS</b>	Score Points Possible
R12	W.GN.11.EB01	Write/draw personal narrative	4





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